Integrating Compassionate Trauma Sensitive School practices into the Positive Behavioral Intervention and Supports framework

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Trauma Sensitive Education, LLC
February 19, 2018
10:45-12:00 pm
Putting It All Together in Wisconsin

Multi-level System of Support

Systematically providing equitable services, practices, and resources to ALL students based upon their responsiveness to effective instruction and intervention.
Equality vs. Equity
Key Components of PBIS
PBIS

Tertiary Prevention
- Specialized
- Individualized
- Systems for Students with High-Risk

Secondary Prevention
- Specialized Group
- Systems for Students with High-Risk Behavior

Primary Prevention
- School-/Classroom-Wide Systems for All Students, Staff, & Settings
Using the PBIS Framework to Support the Learning of Students Affected by Trauma

- **Tier 1**: Universal strategies & instruction for all students
- **Tier 2**: Additional supports for students with milder symptoms of trauma or in high-risk groups
- **Tier 3**: Intensive & ongoing interventions for students deeply impacted by trauma

* TIC Values & Key Areas apply across all 3 tiers of the PBIS Framework.

TIC Values are from Fallot & Harris, Community Connections, [www.cdc1.org](http://www.cdc1.org)

Examples of Integration of PBIS/TSS
Universal Tier I TSS

Tier 1 focus
Behavioral Expectations
What if these were our school-wide expectations?

- **Safety** – A physically and emotionally safe environment for all
- **Choice** – The right to have a choice in student learning is valued here – one size does not fit all
- **Collaboration** - Collaboration between students, parents, staff and the community is key to our success in promoting achievement for all
- **Trust** – All learning and growth takes place in the context of trusting relationships
- **Empower** - All students, staff and parents are empowered to be their best
Setting the Stage for Success at the Universal Level

Variance/Equity

Define the variance

• School-wide variance norms
• Teacher-defined variance
• Student-defined variance
Teaching Behavioral Expectations

Diagram:
- Tell
- Show
- Reteach
- Feedback
- Practice
Prevention Strategies at Tier I
Promoting predictability, empowerment, and safety

• Pre teach
• Pre correct
• Pre-minder

• TSS vs non-TSS
  • Vague or specific?
  • Could be perceived as a threat?
  • Tone, cadence and language are important

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### Hallway Expectations

<table>
<thead>
<tr>
<th>Safe</th>
<th>WALK to the right, eyes forward.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful</td>
<td>QUIET; Hands, feet and objects to yourself.</td>
</tr>
<tr>
<td>Responsible</td>
<td>HALL PASS; Go straight to your location.</td>
</tr>
</tbody>
</table>
PBIS Rewards

PBIS @ SHUMATE

Presents...
The Mystery Movie Reward

February 9th, 2018
*Cut off date for missing work is January 25th. Your votes will determine the movie!

To attend you must have...
- All assignments turned in (or missing work)
- Five or less absences for quarter 2
- Good behavior (no office referrals)

Coupon Menu

<table>
<thead>
<tr>
<th>Coupon Types</th>
<th>Ticket Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Console Time</td>
<td>5</td>
</tr>
<tr>
<td>Eat Lunch with a Teacher</td>
<td>10</td>
</tr>
<tr>
<td>Buddy Lunch</td>
<td>10</td>
</tr>
<tr>
<td>Wear a Hat for the Day</td>
<td>20</td>
</tr>
<tr>
<td>Show and Tell</td>
<td>20</td>
</tr>
<tr>
<td>Treasure Box</td>
<td>25</td>
</tr>
<tr>
<td>Teacher's Day for the Day</td>
<td>25</td>
</tr>
<tr>
<td>No Snacks in the Classroom</td>
<td>30</td>
</tr>
<tr>
<td>Bring a Shaved Animal to School</td>
<td>30</td>
</tr>
<tr>
<td>Go to a Book to the Class</td>
<td>40</td>
</tr>
<tr>
<td>Lead a Class Game or Activity</td>
<td>40</td>
</tr>
<tr>
<td>Read to Another Class</td>
<td>40</td>
</tr>
<tr>
<td>Lunch with a Pronged</td>
<td>60</td>
</tr>
<tr>
<td>Visit Mr. &amp; Mrs. Right</td>
<td>75</td>
</tr>
<tr>
<td>Tech Time</td>
<td>100</td>
</tr>
</tbody>
</table>

Owl Bucks
Rewards

{a classroom economy reward system}
When are Rewards not Effective?

modified from Bruce Perry’s chart in The *Boy that was Raised Like a Dog.*

<table>
<thead>
<tr>
<th>State (#)</th>
<th>Cognitive</th>
<th>Emotional</th>
<th>Relational</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abstract</td>
<td>Joyous</td>
<td>Intimate</td>
<td>Optimal</td>
</tr>
<tr>
<td>2</td>
<td>Concrete</td>
<td>Balanced</td>
<td>Companionable</td>
<td>Healthy</td>
</tr>
<tr>
<td>3</td>
<td>Rigid</td>
<td>Mixed</td>
<td>Social</td>
<td>Moderate</td>
</tr>
<tr>
<td>4</td>
<td>Reactive</td>
<td>Unbalanced</td>
<td>Needy/Distant</td>
<td>Unhealthy</td>
</tr>
<tr>
<td>5</td>
<td>Irration</td>
<td>Terrified</td>
<td>Merged/Disengaged</td>
<td>Destructive</td>
</tr>
</tbody>
</table>
TSS Values Applied to Rewards and Acknowledgements

• Students help determine rewards
• Food is not a reward
• Rewards are focused on building relationships
• Criteria for rewards are within variance for some students

http://brownbagteacher.com/20-positive-behavior-rewards-that-arent/)
Responding when Students are not meeting Behavioral Expectations
PBIS Majors and Minors

Managed in classroom

• Co-regulation vs co-dysregulation
• Teacher skilled in de-escalation
• Return to classroom
  de-escalated re-entry
  repair
  look at data to determine effectiveness

Managed in office

• Referral and consequence
Consequences focused on Supporting Positive Change

• Ask what do you need?
• Making Amends
• Restitution/Service
• Reverse suspension
• In-school services/suspensions
• Abeyance contracts

Joe Hendershoff. *Reaching The Wounded Student, 2013*
"A child who can't behave..."

"If a child doesn't know how to read, we teach."
"If a child doesn't know how to swim, we teach."
"If a child doesn't know how to multiply, we teach."
"If a child doesn't know how to drive, we teach."
"If a child doesn't know how to behave, we teach? Or punish?"

Herner (1998)
Tracking and Using Data

Tier I Progress Monitoring

- Individual Student Behavior Tracking
- Whole Class Behavior Tracking
Blending TSS principles with your current positive discipline system

Traditional Discipline
- Rules
- Consequences

Positive Discipline
- Setting Expectations
- Teaching Expectations
- Reteaching/practicing
- Supports
- Acknowledgements

Compassionate Discipline
- Teach making amends
- Emotions/Safety functions of behavior
- Avoid re-traumatization
- Challenging behavior is an opportunity.
Universal Tier I TSS

Tier 1 focus
Enhancing Universal Practices

Social Emotional Learning

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships,
- make responsible decisions.
What does Social & Emotional Learning look like in a Trauma-Sensitive School?

- **Social & Emotional Learning** is

  - Integrated into all learning activities
  - Taught and practiced in every classroom
  - Reinforced throughout the day in all school settings.
Enhancing Universal Practices

Teacher Standard #4: Teachers know how to teach.

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children’s development of critical thinking, problem solving, and performance skills.
Tier I--Universal

1. Outward Check
   - What do I notice in my environment?
   - Is there anything I need?

2. Self Check
   - How do I feel at this moment?

3. Wellness Practice
   - Which wellness practice will I use NOW to meet my needs and prepare for success?

Confluence Academy, St. Louis, MO
Tier 2 and 3

Check-In and Check-Out
Functional Behavioral Assessment & Plan

SAIG
Mentoring
Wrap-Around
Trauma-informed PBIS (MTSS)

https://youtu.be/4P3kpY9amtY
Enhancing Universal Practices

TSS Review Tool

Activity
Evaluation of PBIS Procedures and Strategies

- Stop
- Start
- Continue
- Change
Blending TSS and PBIS Resources

Wisconsin Department of Public Instruction. *Trauma-Sensitive Schools Learning Modules* retrieved @https://dpi.wi.gov/sspww/mental-health/trauma/modules

Wisconsin PBIS Network. Retrieved @ https://www.wisconsinpbisnetwork.org/